



CALLAGHAN COLLEGE WALLSEND CAMPUS
 YEAR 9 ENGLISH 2014 – CULTURAL CONNECTEDNESS
 Assessment Task Four

What is the task?	Speech on Nonfiction Related Text
How much is it worth?	15% of your yearly result - <i>see your assessment schedule for further details</i>
Syllabus Outcomes	EN5-1A, EN5-5C, EN5-6C, EN5-8D - <i>see your assessment schedule for further details</i>
Task Date	Term Three – Week 9 All students must submit a copy of their speech in hard copy or via email/USB by the end of their first time-tabled English lesson for the week . Presentations will also start in this lesson.
Can I prepare in class?	Your teacher will provide you with all lessons in Week 8 to work on this task . You may <i>only</i> receive feedback on your draft during these lessons. You are also expected to prepare at home to ensure your work is of the highest quality. <i>If you are absent, you are responsible for negotiating a time with your teacher to receive feedback.</i>

Task Description:

For this task you need to select your OWN *nonfiction* related text that you believe delivers an important message about at least TWO of the following cultural issues:

EMPATHY • DISPLACEMENT • BELONGING • ALIENATION • IMPORTANCE OF FAMILY • IDENTITY

Your text **must** be one of the following nonfiction forms:

website, podcast, speech, autobiography, interview, documentary (or trailer), feature article or blog, news story, autobiographical song or poem, photo, advertisement.

Part A

When you have selected your text **you need to complete planning sheet and have your text approved by your teacher by the end of Week 7.**

Part B

You must then write about your text in a **3 minute speech**. You *may choose to use technology to enhance your presentation.*

See the attached planning sheet and presentation scaffold to assist you in your preparation.

English Faculty Assessment Task Policy

- If you know you will be absent on task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
- If you are absent **on the day** of an assessment task and you have a **GENUINE** reason for your absence you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task *on your first day back*.
- If you are absent or do not make a genuine attempt at a task on the due date (and you do not have a genuine reason) you will receive a 10% penalty to your final result *for every day the task is late* (including weekends). A zero award will be recorded for not making a genuine attempt of an assessment task (following the penalty period).
- An N Award Warning Notification (Year 10) or Faculty Letter of Concern (Years 7-9) will be generated for failing to attempt a task.
- Students who plagiarise from other texts or the internet will receive zero marks for the task.



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Name:	Class/Teacher:
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MARKS	4	3	2	1	0
AUDIENCE + PURPOSE			Engages the audience through an interesting and elevated use of language.	Engages the audience through the appropriate use of language.	Makes little attempt to engage the audience through language choices.
SPEECH STRUCTURE		Confidently controls the structure of the speech. It is cohesive, sustained and timed well.	Controls the structure of the speech. It is clear, and timed well.	Demonstrates some use of structure. Timing may be under.	There is little effort to organise the delivery of the speech. Timing is well under.
IDEAS AND EVIDENCE		Ideas are well-developed and insightful. Supported by relevant and thoughtful evidence.	Ideas are coherent and show some development. Supported by some evidence.	Ideas are simplistic and are not well supported.	No genuine attempt to develop ideas.
ISSUES	Thoughtful and insightful understanding of at least two cultural issues. <i>Digital component (if used) enhances overall presentation.</i>	Well-developed understanding of at least two cultural issues. <i>Digital component (if used) attempts to enhance overall presentation.</i>	Competent understanding of one or two cultural issues. <i>Digital component (if used) has some purpose.</i>	Basic understanding of one or two cultural issues. <i>Digital component (if used) is not utilised effectively.</i>	No genuine attempt to discuss any cultural issues.
VOCABULARY + EDITING PROCESS		Vocabulary choices are purposeful and may include some sophisticated language choices. Clear evidence that editing process was used effectively.	Vocabulary choices are well-developed and appropriate. Some evidence that editing process was used well.	Vocabulary is limited in range and the text. Further editing required.	Little to no effort made when editing to consider vocabulary choices.
PRESENTATION SKILLS	Palm cards are used. Sophisticated use of presentation skills including: eye contact, tone, volume, clarity, pauses, emphasis and pace.	Palm cards are used. Effective use of presentation skills including: eye contact, tone, emphasis and pace.	Palm cards may be used. Attempts to use presentation skills including: eye contact, tone, emphasis and pace.	Little or no effective presentation skills.	Non genuine attempt to present.
TIME MANAGEMENT				Manages time effectively in presentation.	Poor use of time management in presentation.

Feedback		
Medals	Missions	
Final Mark:	/20	Marker:



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Planning Sheet

Your plan must be sighted and approved by your teacher by Friday of Week 7.
 Drafting begins in Week 8.

Step One - Choose your own nonfiction related text and create a PLAN

Use the table below to outline a **PLAN** for your analysis.

My nonfiction text is titled:	
The composer or source is:	
The text type is:	
What is my text about?	
What are at least TWO cultural issues that I will discuss? (circle two)	EMPATHY • DISPLACEMENT • BELONGING ALIENATION • IMPORTANCE OF FAMILY • IDENTITY

Teacher approval	Signed:	Date:
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Step Two – Write a draft for your speech (see scaffold)

Use the scaffold provided to write your speech. You will discuss it in detail with lots of examples. It is very important that you discuss the cultural issues in the text.

Step Three – OPTIONAL - Create a PowerPoint (or similar) to enhance your speech

Once you have written your speech you may choose to create a PowerPoint (or similar) to enhance your presentation. It may contain images, extracts or quotes to provide additional information.

Step Four – Carefully EDIT your speech and seek feedback to see how you can improve upon it before submission. Practise reading your speech before you present it.



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SPEECH SCAFFOLD

<p>Intro (30 SECONDS)</p>	<ul style="list-style-type: none">- Introduce your text – what is the title? Who is the composer or where did you source it from? What is the text type?- Briefly outline what the text is about in your own words. Why did you choose this text?- What is the purpose of the text? Is there a “bigger” message that the composer is trying to communicate?- Introduce the TWO cultural issues that you will discuss.
<p>Issue Analysis (2 MINUTES)</p>	<p>Issue One</p> <ul style="list-style-type: none">– Identify the issue – what is the text saying with regards to this issue?– Examples – outline an example/s of this issue from your text – use a quote or detailed description.– Effect – How is the composer trying to make us feel? What is the purpose of highlighting this issue?– Links – how does this text help to influence YOUR understanding of this issue? How does this text connect to a text/s that you have studied in class? <p>Issue Two</p> <ul style="list-style-type: none">– Identify the issue – what is the text saying with regards to this issue?– Examples – outline an example/s of this issue from your text – use a quote or detailed description.– Effect – How is the composer trying to make us feel? What is the purpose of highlighting this issue?– Links – how does this text help to influence YOUR understanding of this issue? How does this text connect to a text/s that you have studied in class?
<p>Conclusion (30 SECONDS)</p>	<ul style="list-style-type: none">- What have you learned about the importance of cultural connections from studying this unit of work?- What do you want others to know/think/learn with regards to the importance of cultural connections?